

Relationships	Course Code 090116					
Course Description						
<i>This course includes the study of interpersonal relationships and the effect of these relationships on the well-being of individuals, families, work and society. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development and the impact of relationships on personal and career success.</i>						
Program of Study to which the course applies:						
Human Sciences						
	Course Content	CTE Reference Standards	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1	Students will identify the characteristics of personal development.	AAFCS 12.0				
Benchmark 1.1	Explore personal development throughout the lifecycle.					
Sample performance Indicator 1.1.1	Apply the stages of the lifecycle.					
Sample performance Indicator 1.1.2	Identify the emotional, social, intellectual, and physical aspects within personal development.					
Sample performance Indicator 1.1.3	Analyze the theories of development.					
Benchmark 1.2	Reflect upon the development of personal goals and values.				CR.10.A.3 CR.10.D.2	
Sample performance Indicator 1.2.1	Develop a list of goals short and long term.					
Sample performance Indicator 1.2.2	Research available resources to attain goals.					
Sample performance Indicator 1.2.3	Apply the smart goal format idea to their own personal goal.					
Sample performance Indicator 1.2.4	Compare and contrast values throughout various cultures and the influence it has on personal choices.					
Sample performance Indicator 1.2.5	Identify the values shown in case studies/scenarios.					

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Sample performance Indicator 1.2.6	Analyze impacts of personal standards and codes of conduct on interpersonal relationships.	GCS				
Sample performance Indicator 1.2.7	Apply standards of ethical behavior when making judgments or taking personal actions.	GCS				
Sample performance Indicator 1.2.8	Identify a negative personal habit or characteristic. Create and follow a plan of improvement.	The FCCLA Handbook to Ultimate Leadership and the Power of One Project; "A Better You"				
Benchmark1.3	Analyze the impact heredity and environment has on personal development.			SC.12.3.2.a SS.12.3.4.a	CR.1.C.2 CR.5.A.1 CR.5.A.4	Alignment presumes that students will identify that hereditary information is coded in DNA molecules (SC.12.3.2.a).
Sample performance Indicator 1.3.1	Explore personal background and genealogy.					
Sample performance Indicator 1.3.2	Evaluate how society and other environmental factors influence our personal development.					
Benchmark1.4	Explore self-esteem and self concepts.					
Sample performance Indicator 1.4.1	Identify factors and influence self-esteem.					
Sample performance Indicator 1.4.2	Compare self-concept to how others see you.					
Standard 2	Examine processes for building and maintaining various types of interpersonal relationships.	AAFCS 13.0				
Benchmark 2.1	Define the roles and relationships in one's life.					
Sample performance Indicator 2.1.1	Identify gender differences.					
Sample performance Indicator 2.1.2	Describe the roles of people and associated responsibilities.					
Sample performance Indicator 2.1.3	Compare and contrast different kinds of relationships.					
Benchmark 2.2	Identify the characteristics of healthy relationships.					
Sample performance Indicator 2.2.1	Explore the characteristics and consequences of healthy relationships.	GCS				

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Sample performance Indicator 2.2.2	Reflect on personal qualities that a person has and contributes to a positive relationship.					
Sample performance Indicator 2.2.3	Critique current positive relationships and create a plan to strengthen them.					
Benchmark 2.3	Identify the characteristics of unhealthy relationships.					
Sample performance Indicator 2.3.1	Explore the characteristics and consequences of unhealthy relationships.	GCS				
Sample performance Indicator 2.3.2	Reflect on personal qualities that a person has and contributes to a negative relationship.					
Sample performance Indicator 2.3.3	Critique current unhealthy relationships and create a plan to strengthen them.					
Standard 3	Students will evaluate the impact and consequences communication has on interpersonal relationships.	AAFCS 13.0				
Benchmark 3.1	Compare and contrast various communication styles.		ELA.L.11-12.3	LA.12.3.3.b	CR.1.C.2 CR.5.A.1	
Sample Performance Indicator 3.1.1	Define aggressive, assertive, passive, and passive aggressive communication styles.					
Sample Performance Indicator 3.1.2	Distinguish the effects each communication style has on interpersonal relationships.					
Sample Performance Indicator 3.1.3	Evaluate and reflect upon personal communication styles in various circumstances.					
Sample Performance Indicator 3.1.4	Evaluate conflict prevention, resolution, and management skills.					
Benchmark 3.2	Model effective verbal and nonverbal communication skills.		ELA.L.11-12.3 ELA.SL.11-12.6	LA.12.3.3	CR.2.A.2	
Sample Performance Indicator 3.2.1	Identify appropriate communication in various social settings.					
Sample Performance Indicator 3.2.2	Demonstrate proper uses of social etiquette. (I messages, You-messages, manners, etc..					
Sample Performance Indicator 3.2.3	Explain how to minimize barriers to communication.					

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Sample Performance Indicator 3.2.4	Compare body language across various cultures.					
Sample Performance Indicator 3.2.5	Research family relations and conflict resolution techniques. Demonstrate an understanding of the information by developing various case studies and offering solutions for each.	The FCCLA Handbook to Ultimate Leadership pg. 49. (STAR Event - Interpersonal Communication				
Benchmark 3.3	Analyze the various influences on communication.		ELA.L.11-12.3		CR.1.C.2 CR.5.A.1 CR.5.A.4	
Sample Performance Indicator 3.3.1	Identify how family, paradigms, and culture affects our communication.					
Sample Performance Indicator 3.3.2	Describe how our peers affect our communication.					
Sample Performance Indicator 3.3.3	Explain and apply how technology affects our communication.					
Standard 4	Students will explore the family system.	AAFCS 13.0				
Benchmark 4.1	Explore the various types of families.					
Sample Performance Indicator 4.1.1	Identify and compare a nuclear, blended, extended, single parent, divorced, widowed, and foster family.					
Sample Performance Indicator 4.1.2	Weigh the pros and cons of various family types.					
Benchmark 4.2	Examine the needs within families.				CR.1.C.2 CR.5.A.1	
Sample Performance Indicator 4.2.1	Identify the basic needs that families need to have to functions successfully, (Maslow's Hierarchy).					

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Sample Performance Indicator 4.2.2	Explore how character is influenced by families. Research family influence on personality development at different ages. Create a presentation that reminds young parents of their role in helping children develop good character.	The FCCLA Handbook to Ultimate Leadership (pg. 49) Dynamic Leadership and Families First				
Benchmark 4.3	Evaluate the family systems of action and work of the family.				CR.1.C.2 CR.5.A.1	
Sample Performance Indicator 4.3.1	Identify the technical work of the family. (child care, household maintenance, budgeting, etc.)					
Sample Performance Indicator 4.3.2	Identify the communicative work of the family. (communication between family members, family meetings, family time, discipline, values, manners, exchange and teaching of information among the family.)					
Sample Performance Indicator 4.3.3	Identify the emancipative work of the family. (empathy, creating change, service to others, taking action, etc.)					
Standard 5	Examine processes for building and maintaining a life-long relationship.	AAFCS 13.0				
Benchmark 5.1	Describe how sexuality is an important quality within relationships.		ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 5.1.1	Identify the anatomy and care of the male and female reproductive systems.					
Sample Performance Indicator 5.1.2	Identify STD's and their effects.					

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Sample Performance Indicator 5.1.3	Identify Family Planning Methods(contraceptive methods.)					
Benchmark 5.2	Identify what dating/cohabitation looks like in a relationship.					
Sample Performance Indicator 5.2.1	Identify the healthy and unhealthy qualities of a dating partner.					
Sample Performance Indicator 5.2.2	Compare various compatibility levels in a dating relationship.					
Sample Performance Indicator 5.2.3	Explain what cohabitation is and the advantages and dis-advantages.					
Benchmark 5.3	Explain the importance of marriage in a relationship.		ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 5.3.1	Identify the engagement/mate selection process.					
Sample Performance Indicator 5.3.2	Identify the steps in preparing for marriage.					
Sample Performance Indicator 5.3.3	Describe the family living process.					
Benchmark 5.4	Explain how divorce affects a relationship.		ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12 2.1.b LA.12.3.1.a	CR.1.C.2 CR.2.B.1 CR.2.C.1 CR.5.A.4	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Sample Performance Indicator 5.4.1	Identify the signs of a troubled marriage and resources to help.					
Sample Performance Indicator 5.4.2	Identify the process of divorce and resources to cope with divorce. (fault-based or no fault-based divorce, legality, mediation, etc.)					

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Sample Performance Indicator 5.4.3	Evaluate the transition to life after divorce.					
Standard 6	Students will identify the characteristics of parenting.	AAFCS 13.0				
Benchmark 6.1	Identify the roles and responsibilities of being a parent.					
Sample Performance Indicator 6.1.1	Define the roles in being a parent.					
Sample Performance Indicator 6.1.2	Define the responsibilities of being a parent. (legality, financial, support, etc.)					
Sample Performance Indicator 6.1.3	Explore the different options to becoming a parent (adoption, foster care, infertility treatments, etc.)					
Benchmark 6.2	Identify the steps of the pregnancy process.					
Sample Performance Indicator 6.2.1	Identify the symptoms of the different stages of pregnancy and the emotional, physical, and social changes that occurs during pregnancy.					
Benchmark 6.3	Consider the lifestyle adjustments in parenthood.					
Sample Performance Indicator 6.3.1	Identify what skills are involved in the parenting process.					
Sample Performance Indicator 6.3.2	Explore the balance of work and the family.					
Sample Performance Indicator 6.3.3	Demonstrate the skills for childcare.					
Sample Performance Indicator 6.3.4	Demonstrate the skills for maintaining marriage.					

Reference Sheet

Key Code Source

AAFCS American Association of Family Consumer Sciences

GCS Greensburg Community Schools-Indiana

www.greensburg.k12.in.us

Additional Resources for Educators

Suggestions for innovative teaching and learning strategies

Listed here (not sentences)

Related Assessments

Listed here (not sentences)

Extended Learning Opportunities

Listed here (not sentences)

Professional Development Opportunities

Listed here (not sentences)

Community Links/Resources available

Movie/Video Ideas: If You Really Knew Me TV Series (relationships), Reviving Ophelia (unhealthy relationships), What Would You Do TV Series (ethics, values, decisions), Marly and Me (stages of marriage and family living), Fireproof (marriage), Remember Me (comprehensive view of relationships)

Reflect upon the question, "What is your connection to the world that inspires you to make a difference?," after viewing The Art of Being Fully Human, by Leo Buscaglia (resource can be found on youtube.)

Maslow's Hierarchy of Needs: Show and review the video Castaway with Tom Hanks and connect the stages of the movie with the levels of the Pyramid.

Family Treasures

Habitudes

Genograms instead of creating family trees.

Margaret Sanger Debate (birth control) <http://www.historytools.org/sources/sanger.html>

No Woman No Cry-Every Mother Counts Documentary (pregnancy crisis in various cultures)
<http://everymothercounts.org/film>

Universal Declaration of Human Rights (values, ethics) <http://www.un.org/en/documents/udhr/>

Power & Control and Equality Wheel (healthy/unhealthy relationships)

<http://www.gov.nl.ca/vpi/types/wheelsofpower.html>

babycenter.com (pregnancy and birth)

Mate Auction (have a list of qualities in a mate and have groups bid on them)

The Story of Teenage Love by Eddie Slowikowski (dating)

FCCLA National Programs STOP the Violence, and Families First; STAR - Interpersonal Communication; Power of One, Speak out for FCCLA; www.fcclainc.org

Contributors		
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